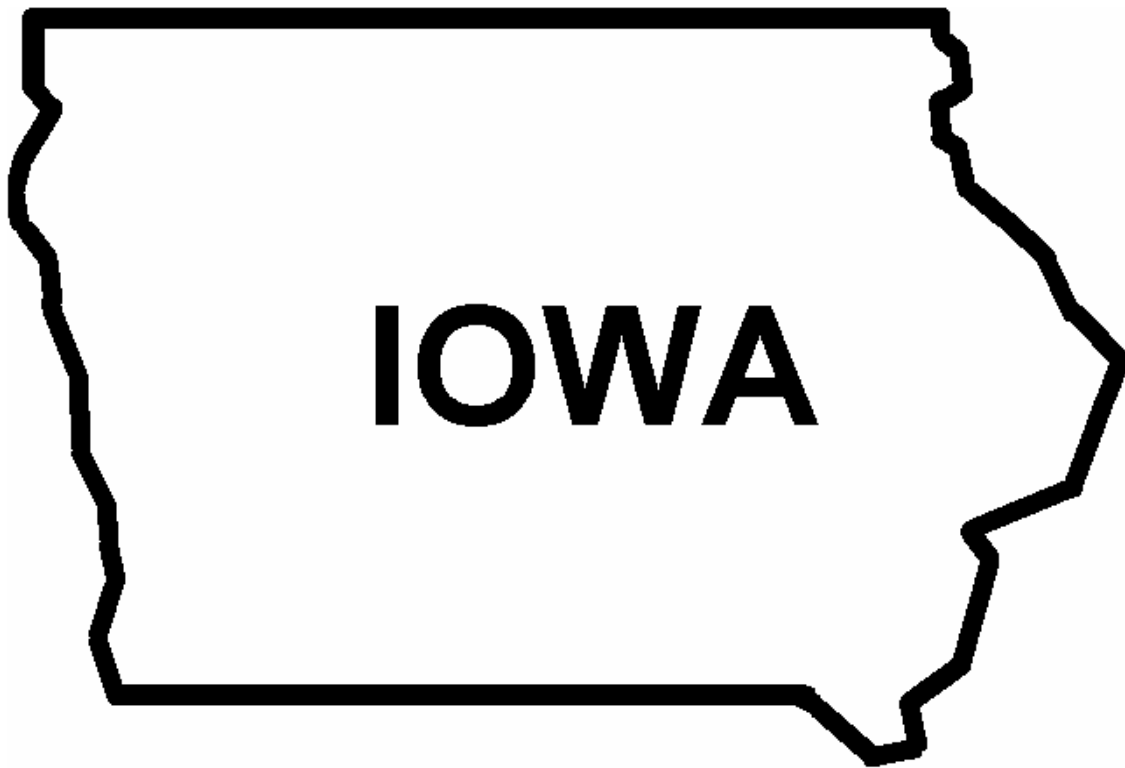


**No Child Left Behind Act
Title II Programs
Improving Teacher Quality State Grant Program
(Title IIA)**



**REQUEST FOR PROPOSALS
Fiscal Year 2014 Funds**

November 2014

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REQUEST FOR PROPOSALS

Title IIA – Improving Teacher Quality State Grant Program FY 2014 Program Funds Competition

The Office of the Board of Regents, State of Iowa calls for grant proposals. Grants will be made through grant funds authorized by Title IIA of the federal No Child Left Behind Act of 2001 (NCLB). The program awards grants on a competitive basis to eligible partnerships to provide professional development to pre-K-12 teachers and improve student academic achievement in mathematics and science. Grants will be made for single- or multi-year projects of up to three years in duration. Partnerships may request up to \$175,000 per year for project costs. Based on the limited availability of funds during the current funding cycle, 2-3 projects will be selected for the first year of funding from the current competition.

Also known as the Improving Teacher Quality State Grants program, Title II, Part A is intended to increase the academic achievement of all students by helping schools and school districts ensure that all teachers are highly qualified to teach.

Program Purposes

The program administered by the Office of the Board of Regents, State of Iowa, awards grants to address objectives of Title II, Part A. These objectives include the following:

1. Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms;
2. Provide professional development activities to ensure that teachers of mathematics and science have subject matter knowledge in the academic subjects they teach, including the use of computer-related technology to enhance student learning;
3. Provide professional development in mathematics and science content which models the instructional strategies that will enable teachers to teach in a manner that will improve student achievement in mathematics and science, including instructional strategies focusing on inquiry and problem solving.
4. Assure principals have the instructional leadership skills to enable them to work most effectively with teachers to help students master core academic subjects;
5. Provide assistance to local educational agencies and teachers, highly qualified paraprofessionals, or principals for sustained, high-quality professional development activities;
6. Improve the status and stature of mathematics and science teaching by encouraging institutions of higher education to establish a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
7. Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
8. Bring mathematics and science teachers in elementary and secondary schools together with scientists and mathematicians to enhance teachers' subject matter knowledge and teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than elementary and secondary schools; and
9. Improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

Program funds **may not be used to supplant** funding that would otherwise be used for other state-wide AEA initiatives, such as Every Student Counts. Unique discretionary AEA programs may be considered.

Who May Apply

Eligible partnerships may apply for grant funds. Partnerships must include all of the following:

- college or department of education of an accredited four-year institution of higher education (IHE) in Iowa;
- college or department within the content area of the project (i.e., mathematics or science) of an accredited four-year IHE in Iowa;
- high-need Iowa school district/local education agency (LEA), as defined on the following page;
- area education agencies (AEAs) served by the project.

Eligible partnerships may also include, as additional members, other IHEs, colleges, departments, LEAs, or AEAs, as well as public or private elementary or secondary schools, public charter schools, community colleges, non-profit organizations, professional organizations, or appropriate for-profit businesses.

Definition of High-Need LEA

For the purposes of this grant program, a high-need LEA is one in which (a) 20% or more of its students participate in a free and reduced program **and** in which (b) the proficiency level of students in Grades 4, 8 and 11 in mathematics, reading, and science is 80% or less. The list of LEA is on the Board of Regents website.

Other Key Federal Requirements

Other federal requirements pertain to this program. These include the following:

1. All professional development undertaken with program funds must be based on scientific research that shows proposed interventions are expected to improve student achievement. As defined in NCLB, scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Scientifically-based research includes, for example, research that has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
2. No single participant in an eligible partnership may use more than 50% of the funds made available to the partnership (NCLB, Title IIA, Section 2132(c)).
3. Partnership activities funded through this program must be coordinated with partnership activities, if any, that are funded by a grant under section 203 of the Higher Education Act of 1965.
4. Proposed projects must be based on an **assessment of local needs for professional development**, as identified by the local educational agency, school staff, and teachers. Needs assessments must outline the means necessary to provide students with the opportunity to meet challenging local and national student academic achievement standards; i.e., LEA-identified standards or discipline-specific standards published by national organizations. These include needs related to teachers' subject matter knowledge and teaching skills and principals' instructional leadership skills¹. Needs assessment-related supporting documents may be included among the appendices to the proposal.

Proposal Preparation Requirements

- ☒ The proposed professional development training must reflect educational needs in the LEAs that have been identified and researched.
- ☒ All partners must be actively engaged throughout the planning process.
- ☒ Out-of-state travel that may be necessary to meet the program objectives must be explained in the proposal and must be for the benefit of the project participants.
- ☒ Grant funds may not be used to supplant operational funds.
- ☒ The use of an independent external evaluator is required and the work of the external evaluator must be explained in the proposal; the evaluator's curriculum vita must be included in the proposal.
- ☒ Each letter of support must be authored by each partner and must describe the benefits anticipated by the partners.

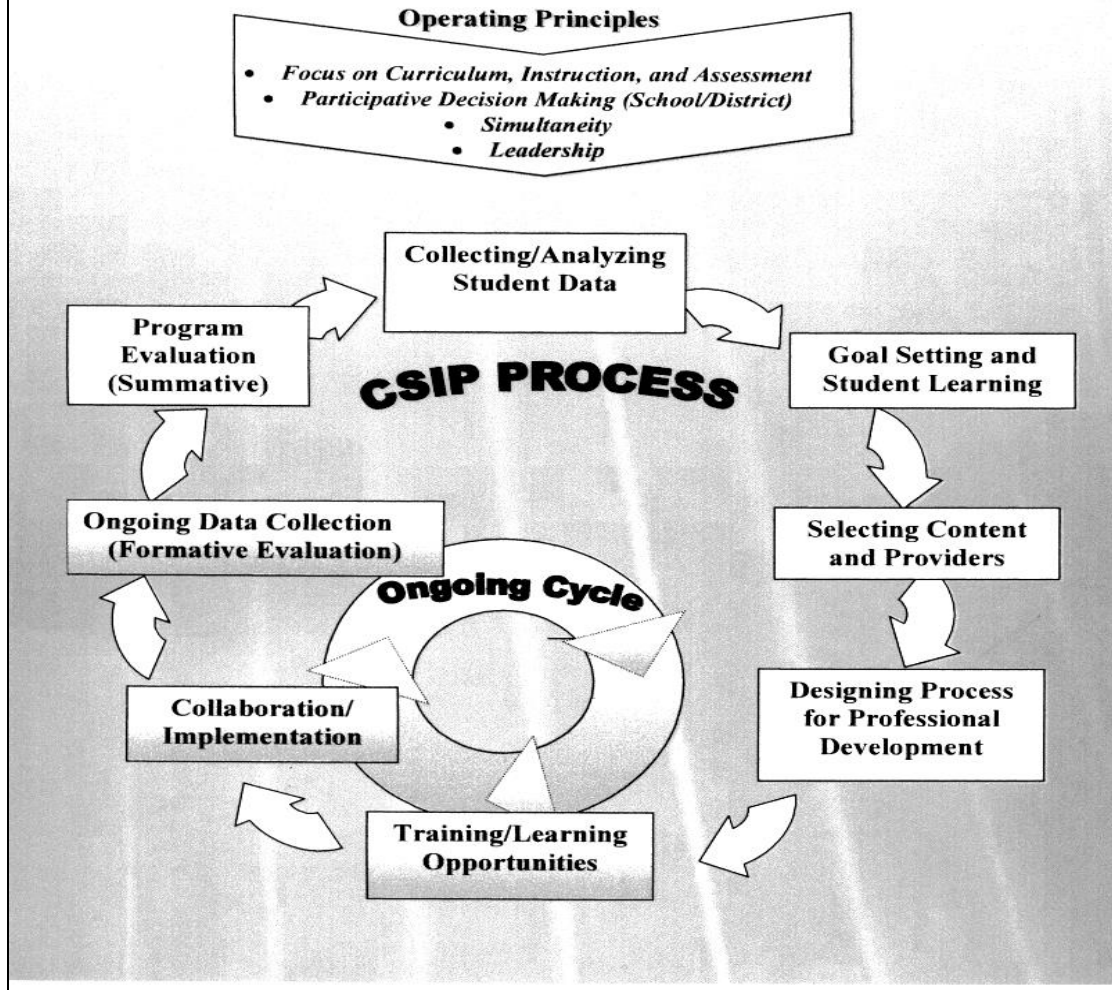
Use of the Iowa Professional Development Model Required

Projects must be based on the Iowa Professional Development Model, on page 4. The Iowa Professional Development Model provides guidance and technical assistance for implementing district and school-wide professional development to accomplish gains in student achievement. The web site at www.iowa.gov/educate/index.php?option=com_content&view=article&id=232&Itemid=1286 provides resources related to implementing the Iowa Professional Development Model.

¹ Successful project applicants make use of multiple needs assessments. The IDOE published results of a 2002 statewide needs assessment for mathematics and science which is available at http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=403&catid=449&Itemid=1245#2002MathScienceNeedsAssessment. In addition, schools frequently undertake local needs assessments, the results of which are included in the school's Comprehensive School Improvement Plan (CSIP). Other needs assessments may be used but must include the LEAs' needs assessments.

Iowa Professional Development Model:

Student Learning at the Center of School Improvement/Staff Development



Project Teams

In assembling project teams, project directors should seek to include teachers and administrators responsible for their school's Comprehensive School Improvement Plan (CSIP). Administrators from each LEA in the project should be included. Teams may vary in size. Every effort should be made to include at least two individuals from each participating school. Efforts should be made to include districts from the western part of the state in the partnership. **Private elementary or secondary schools in the partner districts must be invited to participate in the project and the planning team.** Documentation must be included in the proposal.

Time Commitments

A minimum of 100 contact hours is required of project teams. Various models are possible, but projects should include activities that assist and support teachers throughout the school year. A typical model would include summer workshops of two weeks in length (80 hours) plus 20 hours follow-up contact throughout the school year.

Project Periods

Grants will be made for single- or multi-year projects of up to three years in duration. Inasmuch as they may more effectively produce sustained, positive change, multi-year projects are encouraged.

Grantee-projects may begin immediately after project directors are notified of awards. In the year in which projects end, financial encumbrances must be cleared through the financial agent for the project by July 31, and all final financial documentation must be submitted to the state's funding agency by August 31.

Projects may be terminated because of changes in federal appropriations, lack of compliance with program or budget requirements, inappropriate project direction, lack of demonstration of effectiveness, or untimely reporting. Second- and third-year funding of multi-year projects are contingent upon federal approval of ongoing program funds.

Reporting Requirements

Grantee-partnerships must report twice a year to the funding agency and annually to the U.S. Secretary of Education regarding the partnership's progress in meeting project objectives.

A final evaluation of the project, including a list of participants with addresses and required financial materials must be prepared for the funding agency. Final reports must be filed by August 20 of the project's final year, but may be amended if necessary after the deadline.

Use of Funds

In addition to the Program Purposes outlined on page 2 of this RFP, Title II Part A Section 2134 of NCLB provides further guidance regarding allowable uses of funds. This guidance indicates that the project's professional development assistance may include intensive programs to prepare educators who will return to a school to provide instruction to other educators at their school. Professional development assistance may also include partnership activities among LEAs and IHEs for the purposes of improving teaching and learning at low-performing schools.

Grant funds may be used to pay stipends which may include eligible room and board and travel costs for educators attending workshops; funds may also be used for needed substitute reimbursements. Eligible costs associated with room and board and participant travel must be budgeted and accounted for as stipends because participants are responsible for paying their travel related expenses. Funds may be used to obtain materials and resources needed by LEAs to perform project objectives. Funds should supplement and not supplant local funds. Funds may be used to pay for either (1) stipends or (2) substitute reimbursements for each participant during the same time period.

Project participation may be used to fulfill Iowa educators' continuing professional development requirements.

Grant funds may be used to pay tuition for projects offering graduate credit. However, if tuition support is requested, participants are not eligible for stipends. Funds may not be used to pay for equipment, defined for this grant as tangible non-expendable personal property having a useful life of more than one year.

Preservice activities are permitted only for highly qualified **paraprofessionals**.

Acknowledgement of Support

All promotional and informational materials related to the project must include reference to the Board of Regents, State of Iowa, Title IIA Improving Teacher Quality Program.

GRANT APPLICATION

SUBMISSION OF LETTER OF INTENT

Prospective grant applicants must submit a letter of intent to the Title II Administrator by **Friday, December 12, 2014**. The letter should provide a 200-word synopsis of the proposed project and identify the project director and members of the eligible partnership. Letters of intent received after the deadline will not be considered. Letters of intent should be addressed to:

Dr. Diana Gonzalez
Title IIA Administrator
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale, Iowa 50322-7905

SUBMISSION OF PROPOSAL

To be eligible to receive a grant award, partnerships must have submitted a letter of intent and must provide a complete grant proposal. Grant proposals should be addressed to:

Dr. Diana Gonzalez
Title IIA Administrator
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale, Iowa 50322-7905

Deadline

Complete proposals, including one signed original and 5 bound or stapled copies, must be received at the above address by 4:30 PM, Thursday, **February 13, 2015**, to be considered. Applicants must also submit an electronic copy of the proposal to gonzalez@iastate.edu. Proposals received after the deadline will not be considered.

Award Notification Date

The anticipated award notification date is **March 25, 2015**.

Contact Information

Questions about the application process may be directed to the Title IIA administrator for the Board of Regents, State of Iowa. Contact information:

Dr. Diana Gonzalez
gonzalez@iastate.edu
515.281.3934

SELECTION OF PROPOSALS

Review by Title IIA Review Panel

Proposals that have met all of the specifications outlined in this RFP will be forwarded to the Title IIA Review Panel. The Title IIA Review Panel's membership is representative of educational sectors in Iowa.

Due Process

Iowa Administrative Code (281 IACr.7.5) allows applicants to appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the Department of Education. Appeals must be in writing and received within 10 working days of the date of the notice of the decision. Appeals must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy, or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members.

CONTENT AND FORMAT OF PROPOSALS

APPLICANTS ARE URGED TO DEVELOP PROPOSALS THAT ARE **CONCISE, CLEARLY WRITTEN, AND DEVOID OF JARGON**. Required forms are attached to this RFP and available electronically at <http://www.regents.iowa.gov/HigherEd/titleii.htm>. Proposals must conform to the format and content requirements outlined in this RFP. A Checklist for Title II Applications is included on page 19 of this RFP for use in assembling proposals.

Proposals must contain the following elements, described below:

- I. Proposal Cover Page
- II. Abstract
- III. Project Narrative
- IV. Budget Narrative
- V. Appendices (Appendices A, B, and C are required. Appendices D and E are optional.)
 - A. Budget Documentation
 - B. Commitment of Primary Partners
 - C. Background on Partnership Institutions or Project Personnel
 - D. Evidence of Efficacy of Proposed Activities (optional)
 - E. Needs Assessments (optional)

I. Proposal Cover Page

The first page of the proposal must be the completed form "Proposal Cover Page" (page 14 of this RFP).

II. Page Numbers

All pages in the proposal must be numbered consecutively.

III. Abstract

A brief (250 words maximum) one page abstract in a 12 point font is required. This abstract is provided in response to requests for information about the project.

IV. Project Narrative

The project narrative section of the proposal **must not exceed 15 pages of text using a 12 point font**. The narrative must include the following information in the order listed:

1. Statement of Objectives:

This section of the narrative must outline the project's objectives. The statement of objectives must explain how the project relates to and will help participating LEAs attain particular benchmarks of their Comprehensive School Improvement Plans (CSIPs). Objectives must align with challenging local or national student academic achievement standards; i.e., LEA-identified standards or discipline-specific standards for mathematics and science published by national organizations.

Proposed projects must be based on an assessment of local needs for professional development, as identified by the local educational agency, school staff, and teachers. It is appropriate to include here findings from LEA-based needs assessments.

Stated objectives must be explicit, measurable, and suitable as the basis for the project's evaluation activities. This section must also include a timetable for achieving stated objectives.

2. Description of the Proposed Project

This section of the narrative should include clear descriptions of the following:

- a. each major project activity or event, and when it is expected to take place;
- b. content, format, and methods of all planned, formal in-service training activities;
- c. nature and quantity of follow-up consultation, support, and other technical assistance to be provided to educators during the follow-up period;
- d. the people who will implement the project;
- e. how members of each organization in the eligible partnership have contributed or will contribute toward the continued design, planning, and implementation of the project;
- f. financial and other resources required to undertake project activities.

Project activities will be assessed in terms of their feasibility and their appropriateness to stated objectives.

3. Evidence of the Project's Quality and Effectiveness

This section of the narrative must explain how project activities will address stated project objectives, affect teacher performance, and improve student academic achievement in mathematics or science. The purpose of this section is to provide evidence that proposed activities will produce intended outcomes. This section must cite and describe the scientifically-based research which demonstrates that proposed interventions will be effective. Supporting materials may be appended in Appendix D.

4. Discussion of the Eligible Partnership's Capacity and Commitment

This section of the narrative must provide evidence that project team members have the requisite backgrounds and expertise to complete the project successfully, and that partnership members will commit necessary administrative, financial, and policy support.

5. Discussion of the Project's Wider Impact

The project must continue to affect student achievement after the project has concluded. In this section of the narrative, the proposal must explain how the partnership plans to **sustain** the project's effects following the end of funding, disseminate findings, and assure that effective practices will be replicated. **The proposal should address how the IHE intends to incorporate the outcomes of the project into its teacher preparation program.**

6. Evaluation Plan

This section of the narrative must provide a detailed plan for effective, comprehensive, and objective project evaluation by a **qualified and independent evaluator**. (Project evaluators must be independent of the proposed project although they need not be external to partnership institutions.) Evaluation must be conducted for both formative and summative purposes. The external evaluator shall be required to submit an annual report at the end of each project year to the funding agency in a format provided by the funding agency.

Evaluation must assess the degree to which the project achieves its stated objectives. The evaluation plan must describe the kind of information to be collected and how data will be collected and analyzed. The plan must provide for multiple measures obtained from multiple sources at various points during and after completion of the project. The evaluation design must be appropriate to the project activities. The plan must also include information about how student work will be used to determine if strategies are effective.

7. Description of the Project's Relationship to Other Projects and/or Sources of Funding

Projects may have relationships with other initiatives in Iowa or elsewhere. Provide a description of any funded or unfunded relationships or affiliation between the proposed project and other initiatives.

8. Other Pertinent Information

This section of the narrative may be used to provide any other pertinent information not covered elsewhere in the proposal.

V. Budget Narrative

The budget narrative must explain the methods used to estimate costs associated with each major section of the project budget (i.e., salaries/wages, consultant costs, participant support, supplies, and travel).

The budget narrative must also: (1) outline the sources and amount of any additional project funds, including any in-kind contributions from the applicant and others; (2) explain any budgetary relationship between the proposed project and other funded projects, regardless of source of funds; and (3) explain any costs that appear unusual.

See the Financial Policies section beginning on page 11 of this RFP for additional considerations related to project finances.

VI. Appendices

- Appendix A (Required)

Appendix A must include the following completed documents (which are attached to this RFP and available electronically at <http://www.regents.iowa.gov/HigherEd/titleii.htm>):

- Project Budget (page 15 of this RFP)
- Budget Compliance Worksheet (page 16)
- Assurances (page 17)

- Appendix B (Required)

Appendix B must document commitment to the project by the eligible partnership's primary members (i.e., a college or department of education; a college or department of mathematics or science; a high-need LEA; the AEA served by the project). Materials must identify project team members and provide evidence of involvement by all partners—including teachers and the colleges or departments responsible for pedagogy and content—in the project's design and implementation.

Documentation must include, at a minimum, **letters of support from all partners**. Partnerships must also provide documentation of members' involvement in project planning. Such documentation includes, for example, dates and minutes of planning meetings, and names of participants in planning meetings. Copies of e-mail exchanges should not be included in the proposal. If private elementary or secondary schools choose not to participate in the project, documentation must include letters or e-mails from private elementary or secondary schools so indicating.

Documentation of involvement by additional collaborative members (professional associations, businesses, etc.) may also be included in this appendix but is not required.

- Appendix C (Required)

In Appendix C, eligible partnerships must provide background information concerning key partnership members or personnel (does not include workshop participants). Curriculum vitae should be no more than **three pages in length**.

- Appendix D (Optional)

Appendix D may be used to provide evidence that proposed interventions are supported by scientifically-based research.

- Appendix E (Optional)

Appendix E may be used to provide copies or excerpts of relevant needs assessments.

FINANCIAL POLICIES AND BUDGET INSTRUCTIONS

- **Funds' General Purposes**

Award funds must supplement, not supplant, local funds. Funds may not be used to pay for equipment; i.e., tangible non-expendable personal property which has a useful life of more than one year. Funds may pay stipends, subsistence costs for participants, materials and resources necessary to help LEAs achieve the goals of the project, and tuition for participants or salaries for administrative staff of the project.

Project participation is applicable towards the professional development requirements of educator licensure.

Questions about the proper use of funds may be directed to the Title IIA administrator at the Board of Regents, State of Iowa.

- **Funding Estimate and Caveats**

Grants will be awarded for single- or multi-year projects of up to three years in duration. Partnerships may request up to \$175,000 per year for project costs. For this grant period, 2-3 projects may be selected for the first year of funding from the current competition. Second- and third-year funding for multi-year projects will be contingent upon federal approval of ongoing program funds and successful implementation of first-year of the project. The Board of Regents, State of Iowa may request budget revisions to meet funding recommendations.

- **Audit Requirements**

Grant recipients are required to audit in accordance with OMB Circulars A-133 and A-110. The audit must reference the program's Catalog of Federal Domestic Assistance (CFDA) number (84.367B). Audits of public institutions are reported in Iowa's Single Audit Report. Independent institutions must submit copies of their single audit report for federal funds to the Title IIA grant administrator for those fiscal years in which the institution receives more than \$25,000 in grant funds. For each state fiscal year in which funds are received, a copy of the annual audit or Schedule of Federal Funds (and any findings on the Schedule) must be supplied to the grant administrator.

- **Financial Agent for the Eligible Partnership**

It is strongly advised that the financial agent for the proposed project be a college or university since the financial agent must have an established internal audit procedure as well as an annual independent audit, including a Schedule of Federal Funds.

- **Disbursement of Funds**

Funds will be made available on a reimbursement basis, monthly or quarterly. An Expense Reimbursement form will be provided to awardees. Awardees must use this form to request reimbursement for project expenses.

- **Salaries versus Tuition**

Grant funds may be used to pay participants' tuition for projects offering graduate credit. However, any requested tuition must offset project-related salary expenses for project staff. In general, this means that support may be requested for either salaries or tuition, but not both.

- **Stipends for K-12 Educators**

Stipends for participating educators of up to \$120 per day plus eligible daily room and board and travel expenses may be paid from project funds. Partial days should be prorated.

⇒ Room and Board

Room and board costs should be calculated at state rates, as follows:

Breakfast	\$8.00
Lunch	\$12.00
Dinner	\$23.00
Hotel	\$75.00 plus tax

⇒ Participants Travel Costs

Mileage reimbursements may be calculated at the state rate, \$0.39 per mile. Report both administrative and participant travel expenses. Out-of-state travel must be for the direct benefit of the participants and must be clearly explained in the proposal.

- Supplies

Supplies necessary for the professional development activities of the participants include books; materials such as manipulatives, chemicals, and lab materials; and other instructional materials. Allowable supplies costs also include those associated with copying, printing, phone, fax, postage, and rental costs for computers, rooms, and other equipment. Grant funds may not be used to purchase equipment, i.e., as tangible non-expendable personal property which has a useful life of more than one year, or to supplant operational funds for on-going costs.

- Non-Participants Travel Costs

Mileage reimbursements may be calculated at the state rate, \$0.39 per mile. Report both administrative and participant travel expenses. Out-of-state travel must be for the direct benefit of the participants and must be clearly explained in the proposal.

- Indirect costs

Facilities and administrative (i.e., indirect) costs will be calculated at 10% of the project budget. The difference between this rate and the institution's federally approved indirect cost rate should be reported in the Project Budget as an institutional contribution under "Applicant Support."

- Reduction for Fewer than Anticipated Participants

If a project enrolls fewer participants than projected, expenditures should be reduced accordingly or reallocated. Reallocation of unexpended funds must receive prior approval by the Title IIA Administrator.

- Post-Award Budget Changes

Budgetary reallocations of 10% or more among any of the seven major budget categories must receive prior written approval of the Title IIA Administrator. Any requests for project budget changes must be accompanied by a completed Budget Amendment Request form (available electronically at <http://www.regents.iowa.gov/HigherEd/titleii.htm>).

- Special Rule

According to a special rule in NCLB Title II Part A (Subpart 3, Section 2132c), no single participant in an eligible partnership may receive more than 50 percent of award funds. The Budget Compliance Worksheet in Appendix B should demonstrate the partnership's compliance with this special rule.

Criteria for Selection

The following criteria and points allocation scheme will be used to evaluate proposals:

	Points
A. Eligibility (THESE ARE MINIMUM REQUIREMENTS)	
1. The partnership meets all minimum eligibility requirements and each primary collaborative partner has made a commitment.	
2. The proposal is complete and appropriately formatted.	
3. An independent evaluator is used to provide accountability for the project.	
B. Partnership Commitment and Capacity	20
1. The project directors and primary partners have the backgrounds, expertise, and capabilities to carry out the project effectively.	10
2. Each of the primary partners has participated in the planning of the project.	5
3. Applicant and partner institutions commit complementary funding in support of the project.	5
C. Project Need and Research Basis	30
1. The projects objectives are clearly stated and explicitly aligned with the identified needs of the LEAs in the partnership.	10
2. The proposed professional development activities are aligned with the Iowa Professional Development Model.	10
3. The proposed project is firmly grounded in scientifically based research and has reasonable potential to increase student achievement.	10
D. Efficacy of Plan	35
1. The overall plan of the project is explicit, logical, and clearly related to the state objectives and intended outcomes.	15
2. The projects activities are appropriate to intended outcomes.	15
3. The project can be completed within the stated timeline.	5
4. Participating partners, teachers, and other educational personnel have had and will continue to have input into the design and implementation of the project.	5
5. The project outcomes will be incorporated into the IHE's teacher preparation program.	5
E. Evaluation and Accountability	20
1. The evaluation plan provides for a reliable and valid assessment of the anticipated outcomes and the project's effectiveness.	10
2. The evaluation plan would contribute to the body of research from which this scientifically based research is drawn.	5
3. The independent evaluator will use an established research design.	5
F. Budget and Cost-Effectiveness	30
1. The budget-related information in the proposal clearly details the sources of project costs.	15
2. The proposed budget is appropriate to the needs of the project.	15
TOTAL	140

PROPOSAL COVER PAGE

Improving Teacher Quality State Grant Program (Title IIA of the No Child Left Behind Act)

Applicant Institution: _____
The *Applicant Institution* serves as the financial agent for the project. The authorized institutional representatives of this institution must endorse the proposal and sign the cover page, assurances page, and budget forms.

Project Title: _____

Project Director: _____

Title: _____

Address: _____

Telephone: _____

Fax _____

E-mail: _____

Title IIA Funding Request

Year One: _____

Year Two: _____

Year Three: _____

Total Title II Funding Request: _____

A. Total proposed project funding from all sources: _____

B. Projected number of educators¹ to be served directly: _____

C. Projected cost per participant (=A/B): _____

The applicant certifies that, to the best of her/his knowledge and belief, data in this application are true and correct; those responsible for conducting the activity are requisitely responsible and capable; the document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached Assurances is the assistance is provided.

Project Director Signature

Institutional Authority Signature

Date

Title

Printed Name

¹ This is an estimate of the number of individuals who will participate directly in professional development activities and follow-up sessions. This number does not include educators who will learn about the project through dissemination activities.

PROJECT BUDGET

Project Name:	Requested Grant Funding for Year 1	Requested Grant Funding for Year 2 (if applicable)	Requested Grant Funding for Year 3 (if applicable)	Applicant Support ¹ (All Years)	Funding from Other Partners ² (All Years)	Other Funding ³ (All Years)	Total Project Funding
1. Project Administrative Salaries/Wages							
A.							
B.							
C. (add more rows if necessary)							
2. Benefits for Salaries/Wages							
3. Consultants/Presenters ⁴ not above							
4. Participant Support							
A. Tuition							
B. Stipends							
1. Room and Board							
2. Participants Travel							
5. Supplies							
A. Books							
B. Materials							
C. Copying							
D. Phone/Fax/Postage							
E. Rentals							
F. Other (Explain)							
6. Travel							
A. Administrative							
C. Dissemination ⁵							
7. Other (Explain)							
A. (add more rows if necessary)							
Subtotal Areas 1 to 7							
Indirect Costs (see instructions)							
Totals (Sum of Previous 2 Lines)							
Project Director Name and Title:		Signature:				Date:	
Institutional Representative Name and Title:		Signature:				Date:	

¹ Applicant support indicates complementary project funding from the applicant institution.

² Proposed complementary project funding from partnership member-institutions other than the applicant institution.

³ Project funding from sources outside the eligible partnership; e.g., NSF or other grants and corporate sponsorships.

⁴ Project staff not employed by the applicant institution.

⁵ Dissemination travel includes costs of project administrators attend conferences.

BUDGET COMPLIANCE WORKSHEET FOR YEAR _____

Complete one sheet for each year of the proposed project.

Project Name:	Estimated Distribution to Education College or Department	Estimated Distribution to Content Area(s) College or Department	Estimated Distribution to (n) Local Education Agencies	Total Requested Funds
1. Project Administrative Salaries/Wages				
A.				
B.				
C.				
D.				
2. Benefits for Salaries/Wages				
3. Consultants/Presenters not above				
4. Participant Support				
A. Tuition				
B. Stipends				
1. Room and Board				
2. Participant Travel				
5. Supplies				
A. Books				
B. Materials				
C. Copying				
D. Phone/Fax/Postage				
E. Rentals				
F. Other (Explain)				
6. Travel				
A. Administrative				
C. Dissemination				
7. Other (Explain)				
A.				
B.				
Subtotal Areas 1 to 7				
Indirect Costs (see instructions)				
Totals (Sum of Previous 2 Lines)				

Project Director Name:

Project Director Signature:

Institutional Representative:

Institutional Representative Signature:

Date:

According to a special rule in NCLB Title II Part A (Subpart 3, Section 2132c), no single participant in an eligible partnership may receive more than 50 percent of award funds. This Budget Compliance Worksheet must demonstrate the partnership's compliance with this special rule. The project director and an authorized institutional officer must sign the budget compliance form.

ASSURANCES

The applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also, the applicant assures and certifies:

1. It possesses legal authority to apply for the grant; an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will provide equal access and treatment of eligible program participants who are members of historically under-represented groups and who are gifted and talented.
3. Activities will be conducted in compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 200d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990.
4. It will enter into formalized agreements(s) with the local education agency (LEA), consortium of LEAs or educational service center in the area of proposed service.
5. It will comply with the requirement to audit the grant-funded program in accordance with OMB Circular A-110 or A-133 as appropriate and submit the findings of the auditor's report (management letter) to the Board of Regents, State of Iowa Title IIA Grant Program Administrator within 60 days of completion of the audit.
6. It will give the Board of Regents, State of Iowa, Title IIA Grant Program Administrator, the Federal sponsoring agency, or the State Auditor, through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Board of Regents, State of Iowa, and the Federal-sponsoring agency concerning special requirements of law and other administrative requirements. Recipient will submit all program and evaluation reports required by the Board of Regents, State of Iowa.

Institution

Name and Title of Authorized Institutional Officer (typed)

Signature

Date

TITLE II GRANT PROGRAM IMPORTANT DATES

- December 12, 2014 Letter of intent due in Board of Regents Office by 4:30 PM
- February 13, 2015 Grant applications due in Board of Regents Office by 4:30 PM.
- March 25, 2015 Anticipated Award Notification Date
- Grant project progress reports are due every six months of the project's duration. A final report must be filed by August 31 of the project's final year.

Address Grant Applications to:

Dr. Diana Gonzalez
Title IIA Program Administrator
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale, Iowa 50322-7905
gonzalez@iastate.edu

CHECKLIST FOR GRANT APPLICATION

Proposal (Due Date: February 13, 2015)

Completed Proposal Cover Page

☐

Abstract - 250 words maximum (12 point font)

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Project Narrative - 15 pages maximum (12 point font)

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1. Statement of Objectives
2. Description of the Proposed Project
3. Evidence of the Project's Quality and Effectiveness
4. Discussion of the Eligible Partnership's Capacity and Commitment
5. Discussion of the Project's Wider Impact
6. Evaluation Plan
7. Description of the Project's Relationship to Other Projects and/or Sources of Funding
8. Other Pertinent Information (optional)

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Budget Narrative

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- Explains the methods used to estimate costs
- Identifies the sources and amount of additional project funds, if any
- Explains the budgetary relationship between the proposed project and other funded projects, if any
- Explains any costs that appear unusual

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Appendix A

☐

- Completed Project Budget document
- Completed Budget Compliance Worksheet
- Completed Assurances document

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Appendix B

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- Includes, at a minimum, letters of support from all partners

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Appendix C

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- Provides additional background concerning partnership members or personnel

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Appendix D (Optional)

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- Provides evidence that proposed interventions are supported by scientifically-based research

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Appendix E (Optional)

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- Provides copies or excerpts of relevant needs assessments

☐

5 Paper Copies and One Electronic Copy of Proposal

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